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INTRAMURAL PROGRAMS OF MEDIUM SIZE SCHOOLS
OF HIGHER LEARNING IN THE NORTH-CENTRAL
STATES

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CHAPTER I

THE PROBLEM, THE PROCEDURE, AND THE DEFINITIONS OF TERMS USED

Intramural sports have become an important part of the program of schools of higher learning. They have become prominent by giving more students an opportunity to participate in sports, by giving students with only average athletic ability an opportunity for competitive sports, and by providing students with worthwhile leisure time activities.

As schools of higher learning see a rapid growth in enrollment there also is a greater need for activities which will reach more students to provide them with physical activities. In the writer's opinion intramural activities will continue to grow as long as the schools provide the needed facilities and staff.

I. THE PROBLEM

Statement of the problem. The problem was to formulate a study of the intramural programs in schools of higher learning in the north-central states, with a student enrollment of not less than one thousand five hundred and not more than four thousand five hundred. The staff, the curriculum,

and the facilities and equipment were the primary concerns of this study.

Importance of the study. Intramural athletics have enjoyed a rapid growth in the past few years, and, considering the need they have fulfilled and the important place they now hold among the extra-curricular activities of these schools, there is no doubt that they have a proper and important place in the program of the educational system.

This study attempts to present information on what middle size schools of higher education in the north-central states are attempting to do with their intramural programs. Each school with its varied amount of staff, equipment, and facilities tries to provide an intramural program that fits its students' needs and wants.

The schools in this study will vary in size of the staff, amount of facilities and equipment, and number and kinds of sports they offer the students. Co-recreation is part of some programs. With this being the case, this study may provide the reader with new ideas concerning an intramural program.

Each person connected with the administration of an intramural program must keep abreast with the new ideas and methods of operating such a program. It is hoped this study

will provide administrators with an opportunity to investigate ideas and methods of other school's intramural directors.

II. THE PROCEDURE

The research on this problem began with the investigation of the resources pertaining to intramurals which were found in the Drake University library. The resources investigated included magazine and journal articles, chapters in books on physical education, and books pertaining primarily to intramurals. Investigated were handbooks from various universities and colleges which are sent to other universities and colleges informing them of their intramural program. Those handbooks used in this study had been sent to Drake University.

This study was limited to middle size schools in the north-central states. This criterion helped make the schools chosen for this study comparable to Drake University in size and climatic location.

With the help of Dr. Edward Voltmer and after investigating the intramural handbooks to determine the primary aspects of an intramural program the questionnaire was formed. The questionnaire was divided into four main topics. These topics included general information, staff, facilities and equipment, and the program available at each school.

The questionnaire was mailed to sixty-seven colleges and universities. Fifteen schools did not return their questionnaires so a follow-up questionnaire and letter was sent to them. A total of sixty-three colleges and universities replied. The results were tabulated from the 94.1% which cooperated in this study.

The questionnaires were then tabulated. The general information questions were tabulated separately. The information gathered from these questions was put into table form. The total number of activities offered by each school was tabulated and put into a table. Another table was made comparing the activity areas available to students at tax supported institutions with those at privately supported schools. Still another table showed the number of staff members associated with intramurals, each member's education, and each member's experience in intramurals.

The chapter concerning the review of the literature includes a detailed history of the growth of intramurals in the United States. This chapter also includes the objectives and purposes of intramurals.

Through the tabulating of the chapter entitled "Intramural Programs of the Medium Size Schools of Higher Learning of the North-Central States", it was possible to get an overall picture of what other schools are attempting to do with

their intramural programs.

III. THE DEFINITIONS OF TERMS USED

North-Central states. The states that were selected to be used in this study were the states that are in the north-central part of the United States. They included Illinois, Iowa, Indiana, Kansas, Minnesota, Missouri, Nebraska, Michigan, North Dakota, South Dakota, Ohio, and Wisconsin.

Intramural. The word intramural is derived from the Latin words intra, meaning within, and muralis, meaning wall. It has been paired off with other words such as sports, athletics, and activities, and when so combined, implies a program of sports and other activities conducted within the walls or imaginary boundaries of a school or other institution.

Extramural. The term extramural activities is generally used when reference is made to programs or sports in which teams represent two or more schools or organizations. As opposed to intramurals, extramurals theoretically consist of activities which take place outside the confines of a school. Broadly defined, extramural activities include interscholastic and intercollegiate athletics.

Intramural council. The intramural council is composed of a group of representatives of the units entered in the intramural tournaments and activities. Members of the board are responsible for transmitting all details of information regarding the current sport activity to their units and act as official representatives of their group.

Sigma Delta Psi. Sigma Delta Psi is the national honorary athletic fraternity. Many colleges and universities have chapters. To become a member of a chapter, a student must meet certain activity requirements. Sigma Delta Psi is very active as a professional fraternity, and its members hold reunion programs at national and district physical education conventions.

Intramural objectives. Intramural objectives should point toward the development of the total individual, physically, socially, emotionally, spiritually, and intellectually. As general education strives to develop the total individual, so, then, do physical education and intramural sports.

Physical fitness. Participation in intramural sports contributes to physical fitness by developing strength and endurance. It also develops the neuromuscular co-ordination that makes for agility and confident control of one's

movements. Participation develops the ability to handle the body gracefully and efficiently. The qualities of strength, endurance, and agility are useful in a direct way in meeting the emergencies of life; and, indirectly, they comprise a great asset to any individual through the inner confidence and self-assurance they bring and through the outward addition they give to his carriage and presence.

Social contacts. The chance to meet other individuals of one's own age is one of the most valuable experiences that a person gains in his school life. In the athletic program, these social contacts are carried on under conditions that stimulate adult social and competitive life in many respects.

Group loyalty. The feeling of unity that a school team develops among all the individuals belonging to the school is always considered as a praise-worthy feature of varsity competition. This group loyalty is exemplified in miniature by the various class, homeroom, fraternity, and other intramural teams. The feeling engendered is that of belonging to a cause that is larger than one's individual self and of willingness, if necessary, to sacrifice one's own interest for the welfare of the group.

CHAPTER II

REVIEW OF THE LITERATURE

Intramural athletics appeared in the schools long before anyone even thought of physical education and inter-school athletics. The desire to play is universal, and some form of it has always existed. It seems inconceivable that this powerful urge could have been entirely suppressed in our first educational institutions. The beginning of intramural athletics can undoubtedly be traced, then, to the informal sports and games which were indulged in by our first students in their leisure moments.¹

Although all colleges of this period professed great seriousness of purpose there is every reason to believe that college students were not as serious minded or strait-laced as their professors desired them to be. They carried with them into college life all the virtues, vices, customs, and traditions that characterized the society from whence they came. They were boisterous and destructive, drank to excess, gambled, and wasted their time in about the same measure as the youth who did not go to college. Participation in the sports of the day helped to relieve the students of the tedium and boredom of the narrow and uninteresting educational curriculum.²

Competitive sports in colleges and schools made little progress between the signing of the Declaration of Independence and the Civil War. Most development in competitive

¹Edward F. Voltmer and Arthur A. Esslinger, The Organization and Administration of Physical Education (New York: Appleton-Century-Crofts, Inc., 1958), p. 279.

²Harry Alexander Scott, Competitive Sports in Schools and Colleges (New York: Harper and Brothers Publishers, 1951), p. 15.

sports was after 1865.¹

The beginning of intramurals was actually the beginning of athletics in colleges and schools. Students formed activity clubs, similar to the sports clubs which existed in the English universities. The American characteristics appeared slowly since the English influence was so strong.²

Varsity-like sports appeared when student groups formed specialized teams to represent their college against other schools and colleges, thus the beginning of extramural sports.³

Still other students who failed to make the varsity teams had impromptu challenge games. The freshmen versus the sophomores seemed to be a favorite and these challenge games spread to all four classes.⁴

In 1894, Clark W. Hetherington, M.D., at Stanford University implemented into a program of action the intramural concept. He continued his work at Whittier State School and the University of Missouri.⁵

¹Ibid.

²Elmer D. Mitchell, Intramural Sports (New Yorker: A. S. Barnes and Company, 1939), pp. 4-5.

³Ibid., pp. 5-6.

⁴Ibid., p. 5.

⁵Scott, op. cit., p. 51.

In the year 1905, when the National Collegiate Athletic Association was organized, one of its stated purposes was "the stimulation and improvement of intramural and inter-collegiate athletic sports." Intramurals, in most cases, were tied to the apron strings of varsity sports. They were considered training ground for varsity material, and, therefore, were supported by the funds received by varsity athletic events. The success or failure of the varsity teams played an important role in the operations of the intramural programs.¹

Between 1905 and 1912, the student-operated-sports activities grew to such proportions in some schools that it seemed necessary to have a centralized-adult authority to direct the program.²

In 1913, the University of Michigan and soon after Ohio State University created departments of intramural athletics with an intramural director to organize and direct the program.³ Dr. Elmer D. Mitchell came to the University of Michigan in 1919 as intramural director. He has been

¹Ibid.

²Ibid.

³Pat Mueller and Elmer D. Mitchell, Intramural Sports (New York: The Ronald Press Company, 1960), p. 19.

very prominent in the field of intramural sports and has written several books devoted to this subject. His first book was published in 1925.¹ The University of Michigan has had a very extensive program and has been an inspiration to many schools.²

A great boom in 1918 in college intramural sports was due to the following factors: Playground leaders were successful in handling teams on a large scale, the public became interested in athletic sports, and the World War I training camps put importance on athletic training.³

In 1920, intramural directors in the Western Conference held their first annual meeting to exchange ideas on intramurals.⁴

The opening of the Intramural Sports Building at the University of Michigan in 1928 was a significant landmark in the history of intramural sports.⁵

In the year 1933, many college students held part-time jobs in the intramural departments. They were paid by the federal government. This financial aid to youths came

¹Deobold B. Van Dalen, Elmer D. Mitchell, and Bruce L. Bennett, A World History of Physical Education (New York: Prentice-Hall, Inc., 1953), p. 440.

²Mueller, op. cit., p. 51.

³Ibid., p. 20.

⁴Ibid., p. 23.

⁵Van Dalen, op. cit., p. 440.

from the Federal Emergency Relief Administration and the National Youth Administration Programs. This extra manpower helped the schools increase their programs. Federal aid also helped in providing buildings and other facilities for intramural programs.¹ Also in 1933, the discussion of intramural sports became part of the annual meeting of the College Physical Education Association.²

During and after World War II, great emphasis was again placed on intramurals. Men coming back to college enjoyed the opportunity for athletic games.³

The first national group to be solely devoted to intramurals was the National Intramural Association which was formed in 1950. An intramural conference was held in Washington, D.C., in 1955. It was sponsored by the College Physical Education Association, The American Association for Health, Physical Education and Recreation, and the National Association for Physical Education of College Women. One hundred delegates from seventy-nine institutions in the United States and Canada discussed the role of intramurals in the education of college students. Organization,

¹Mueller, op. cit., p. 20.

²Ibid., p. 23.

³Ibid., p. 24.

facilities, types of programs, and the administration of intramurals¹ were also discussed.

In 1958, under the Division of Men's Athletics, the American Association for Health, Physical Education, and Recreation also established a section for Intramural Athletics.¹

What the future holds for intramural sports no one really knows, but if the predicted enrollment increase develops, Pat Mueller and Elmer Mitchell predicted increased emphasis on intramural sports. Expanded staffs, more facilities and equipment must follow in order to serve the increase in students. Mueller and Mitchell conceived that in the distant future the importance of intramural programs will increase to the extent that there will be "a sport for everyone and everyone in a sport".

The program of intramural sports in schools and colleges has won the approval of students, members of the faculty and administration, and the lay public. It is the most universally accepted phase of physical education. The intramural sports program's main purpose "is to provide students of moderate motor ability on all educational levels with

¹"Division of Men's Athletics-Purposes and Projects," JOHPER, (January, 1963), 12.

opportunity for the satisfaction and enjoyment to be derived from experiences in competitive sports and in physical recreational activities". Intramurals constitute the broad base of physical education, only intramurals are on a voluntary basis. Rewards are sometimes offered to promote interest, but the main object of intramurals "is for the social and moral benefits and in the health and pleasures that flows from physical activity that is enjoyed".¹

Education strives to develop the total individual. This also is the aim of physical education and intramural sports. Intramurals strive to develop the total individual, physically, socially, emotionally, spiritually, and mentally.² Therefore, the objectives from The Intramural Handbook by Carl D. Voltmer, Tom Scott, and Vernon Lapp concisely and accurately summed up the material found in other books, keeping in mind the total individual.

1. To interest as many participants as possible.
Every effort should be made to advertise the program and to get a large number of students to take part in it so that they may determine, at first hand, whether or not they like it. The well-managed program should be well liked generally.
2. To manage in a way beneficial to students, socially and physically, and in a way that will make the participants boosters for the program.

¹Scott, op. cit., p. 418.

- This objective involves a proper working of most of the other points listed and is a practical measure of the success of the work.
3. To insure proper sanitary conditions. Facilities should be present for bathing after contests. Provision should be made for sanitary control of laundry, exchange of playing clothing and equipment, cleaning of floors and similar matters, proper control of which go to make up a healthful playing environment.
 4. To promote physical and mental health, through exercise. Intramurals are an important part of the activity program, perhaps the most important part. Required class time is too limited to do much except teach activities. The benefits to be derived through exercise should be reflected in intramurals. Paramount among these values is that of relaxation and recreation after the contension, to improve circulation, to clear the mind and prepare for a better adaptation to academic environment.
 5. To promote safety education. There are many practical applications of safety education in this broad program. Hazards to life and limb in the way of projecting apparatus, slick floors, rocky fields, insufficient warmup, inadequate protective equipment, and obstructions such as trees, posts, and poles on fields are just a few examples of the points to be stressed here. Wherever there are water sports, water safety must be emphasized.
 6. To equalize competition. It is no fun to be obliged to take a one-sided licking, and it is no great sport to the winners to have this kind of contest. Close competition makes the program more interesting for all contestants. Means must be found to equalize competition among individuals in such a way that both sides in a contest have a good chance.
 7. To provide necessary first-aid and medical attention. There will always be some injuries in any type of active sports, especially in body-contact sports. The first thing to do is to prevent injury and infection as far as possible. Minor first-aid, disinfection of open cuts and the like, is often all that will be needed.

If it can be provided, medical service should be available for all contestants. If the program is well organized and managed, medical service should not be necessary often. Medical examination preceding competition is most desirable.

8. To provide both group and individual competition. A well-rounded program should offer both types. The socializing influence of group contests ought to come within the experience of students. The individual sports generally have more carry-over. It is well for as many students as possible to have some proficiency in both fields.
9. To provide equal opportunities, fairness. Questions of favoritism occasionally arise out of paying too much attention to particular groups; for example, college fraternities. Every student should have opportunities to participate, regardless of organizations to which he may or may not belong. No one group should monopolize attention or play space. By and large, independent organizations will offer the best opportunities for fairness. From the standpoint of student interest, however, it is well to identify the competitive groups with outside organizations as a class, homeroom, fraternity.
10. To uncover varsity material. This is only an incidental objective in the program, but one that occasionally may be of some service to the varsity team. It should never be made a paramount purpose in intramurals.
11. To sell the program to the students and public. There is no value having organization and set-up for service if people do not know about it and make no use of it. Various means of arousing school and public interest through the medium of posters, school papers, prizes are discussed in another chapter. The intramural program should be made a recognized part of school life in the students' minds. Friends and parents may be interested rather than the general public.
12. To match competition. Many groups or individuals in sport may have occasional time for recreation, if opposition and playing space is available. In large schools an important part of

the intramural director's work could well be that of serving as a clearing house for this competition. Student recreation would be well served by this means.

Student objectives were listed as follows:

1. To experience competition. The competitive way has been largely the American way. It has a natural appeal. It is desirable that it should be turned into proper channels and made useful. Nearly all people enjoy competition if a contest is fairly even. Important disciplining on the social and character side results from the pressure of competition. This is a laboratory for citizenship.
2. To have fun. Relaxation and recreation are as necessary in school life as to any other phases of it. If, as a result of the intramurals program, students can learn to play, the program has been of real service.
3. To learn cooperation and self-control. These qualities are more and more necessary in daily life. Some group games will be necessary so that the individual can learn to submerge himself within the group and to do those things that serve team interest. Rubbing elbows on the field and around the locker rooms with teammates and competitors furnishes an opportunity for learning things worthwhile socially. Friendship and comradeship developed incidentally, as a result of people's meeting in competition and among one's own team are some of the most enduring which result from school association. These benefits are not all inherent in this program but depend largely on proper management.
4. To learn to use leisure time wisely. Modern sedentary living requires a balance of physically-active recreation. Probably the best recreation that can be obtained is that sort which will require exercise and outdoor play. The skills resulting from school competition can be the basis of carry-over interest here. It is important that we emphasize living in school as well as getting ready for living later.

5. To acquire a knowledge of and liking for sports. We tend to like the sports in which we excel. Some skill is necessary to develop sufficient interest to insure carry-over. The future-wise use of leisure time then, may be partially guaranteed by this program.
6. To develop bodily grace, strength, and stamina. Good posture is a social, psychological, and physical asset. Sufficient strength to meet the ordinary demands and occasional emergencies of daily living is essential. Graceful and efficient use of the body in all types of physical activity is a worthwhile thing in itself. All of these may be aided by practice of physical activity. The most interesting practice is in sports competition.

Once the spirit of play is acquired, it continues to demand expression. It is the permanent interest in sports which intramurals help develop that makes students better¹ spectators and participants after graduation.

¹Mueller, op. cit., pp. 15-16.

CHAPTER III

INTRAMURAL PROGRAMS OF THE MEDIUM SIZE SCHOOLS OF HIGHER LEARNING IN THE NORTH-CENTRAL STATES

The data compiled in Chapter III were taken from a questionnaire sent out to sixty-seven selected schools. The schools were selected according to the climate of their location and to their size which were comparable to that of Drake University in Des Moines, Iowa.

Out of the sixty-seven schools asked to take part in this study, sixty-three¹ sent back an answered questionnaire. There were 94.1 per cent of the questionnaires returned. A small per cent of these were not filled out completely. The questionnaire concentrated on five main areas, (1) general information of the intramural program, (2) staff, (3) activities, (4) activity areas, and (5) furnished equipment.

Table I consists of questions which were asked concerning general information of the intramural programs. Each question was considered individually.

Of the sixty-three schools that answered the questionnaire, thirty-three were tax supported, and thirty were privately supported.

¹See Appendix.

Co-recreational activity was one of the most progressive developments in intramural activities.¹ Some activities which can be participated in by both college men and women are bowling, swimming, tennis, table tennis, golf, archery, volleyball, and badminton.² In this study thirty-one schools offered co-recreation. The extent of their programs was not explored.

In answer to the question, "Do you require a medical examination?", only twenty-three of the sixty-three schools answered yes. This is approximately 36 per cent of the total number of schools.

The Intramural Athletic Council was composed of representatives from various participating-student organizations, academic and professional fraternities, dormitories, and independents. The representatives on the council were the link³ between the intramural office and the participating teams. Of the sixty-three schools thirty-nine had intramural councils and thirty-eight schools had student help through the council in the organization of the intramural program.

Rules and regulations were necessary to intramural sports. General rules pertain to those rules which govern all

¹Ibid., p. 88.

²Ibid., p. 88.

³Ibid., p. 40.

sports. Included in these rules were eligibility of players, special conditions under which the leagues were organized, protests, forfeits, and enforcement of rules.¹ These rules and regulations are sometimes put into an Intramural Constitution. Forty-two schools of the sixty-three questioned had an Intramural Constitution.

Sigma Delta Psi, which is the national honorary athletic fraternity, had certain activity requirements which a student must meet before he can become a member of a chapter.² Only seven schools in this study had an active chapter of Sigma Delta Psi.

Student officials were used as referees, umpires, and timekeepers by all the schools in this study. Fifty-one schools paid their student officials, while twelve schools used volunteer student officials.

Table II consists of the intramural activities offered by the medium size schools of higher learning in the north-central states for the school year 1961-1962.

There was a total of thirty-seven different activities offered to students by the sixty-three selected schools in this study.

¹Ibid., p. 277.

²Ibid., p. 417.

TABLE I

AFFIRMATIVE ANSWERS INDICATED TO QUESTIONS CONCERNING THE
INTRAMURAL PROGRAMS OF THE MEDIUM SIZE SCHOOLS OF HIGHER
LEARNING IN THE NORTH-CENTRAL STATES, 1961-1962

Question Asked	Schools														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Is your school tax supported?		X		X		X									
Is your school privately supported?	X		X		X		X	X	X	X	X	X	X	X	X
Do you offer co-recreation?	X					X	X	X	X	X			X		
Do you require a medical examination?	X	X	X	X		X					X		X	X	X
Do you have an Intramural Council?	X		X	X					X	X			X	X	X
Does the council help in organizing the program?	X		X	X					X	X		X	X	X	X
Do you have an Intramural Constitution?	X		X	X		X			X		X		X	X	X
Do you have a chapter of Sigma Delta Psi?	X													X	
Do you use student officials?	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Are the officials paid?	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

TABLE I (Continued)

Question Asked	Schools											
	16	17	18	19	20	21	22	23	24	25	26	27
Is your school tax supported?	X				X	X	X			X		X
Is your school privately supported?		X	X	X				X	X		X	
Do you offer co-recreation?				X				X			X	X
Do you require a medical examination?							X					
Do you have an Intramural Council?	X		X	X	X		X			X	X	
Does the council help in organizing the program	X		X	X	X		X				X	
Do you have an Intramural Constitution?	X	X	X	X	X		X				X	
Do you have a chapter of Sigma Delta Psi?												
Do you use student officials?	X	X	X	X	X	X	X	X	X	X	X	X
Are the officials paid?	X	X	X	X	X	X	X	X		X	X	X

TABLE I (Continued)

Question asked	Schools											
	28	29	30	31	32	33	34	35	36	37	38	39
Is your school tax supported?	X		X			X	X	X	X	X	X	X
Is your school privately supported?		X		X	X							
Do you offer co-recreation?	X	X				X	X	X	X		X	X
Do you require a medical examination?	X					X		X	X	X		X
Do you have an Intramural Council?		X	X	X			X	X	X	X	X	X
Does the council help in organizing the program?		X		X		X	X	X	X	X	X	X
Do you have an Intramural Constitution?	X		X	X		X			X	X	X	X
Do you have a chapter of Sigma Delta Psi?		X		X		X						
Do you use student officials?	X	X	X	X	X	X	X	X	X	X	X	X
Are the officials paid?	X			X	X		X			X		X

TABLE I (Continued)

Question asked	Schools											
	40	41	42	43	44	45	46	47	48	49	50	51
Is your school tax supported?		X	X	X	X	X	X					
Is your school privately supported?	X							X	X	X	X	X
Do you offer co-recreation?			X				X		X			X
Do you require a medical examination?			X	X	X						X	
Do you have an Intramural Council?		X	X	X	X	X	X	X	X	X		X
Does the council help in organizing the program?	X	X	X	X	X	X	X	X	X			X
Do you have an Intramural Constitution?	X	X	X	X	X	X	X	X		X	X	X
Do you have a chapter of Sigma Delta Psi?						X						X
Do you use student officials	X	X	X	X	X	X	X	X	X	X	X	X
Are the officials paid?	X	X		X	X	X	X	X		X	X	

TABLE I (Continued)

Question asked	Schools											
	52	53	54	55	56	57	58	59	60	61	62	63
Is your school tax supported?						X	X	X	X		X	X
Is your school privately supported?	X	X	X	X	X					X		
Do you offer co-recreation?			X	X	X		X	X		X	X	X
Do you require a medical examination? =		X	X				X					X
Do you have an Intramural Council?		X		X	X		X				X	
Does the council help in organizing the program?		X	X		X						X	X
Do you have an Intramural Constitution?		X	X	X	X	X	X				X	X
Do you have a chapter of Sigma Delta Psi?											X	
Do you use student officials	X	X	X	X	X	X	X	X	X	X	X	X
Are the officials paid?	X	X	X	X	X	X		X	X	X	X	X

TABLE II

THE INTRAMURAL ACTIVITIES OFFERED BY THE MEDIUM
SIZE SCHOOLS OF HIGHER LEARNING IN THE NORTH-
CENTRAL STATES FOR THE SCHOOL YEAR 1961-1962

Activity	Schools														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Archery															
Badminton	X		X	X		X	X						X	X	
Baseball															
Basketball	X	X	X		X	X	X	X	X	X	X	X	X	X	X
Bicycle															
Billiards													X		
Bowling	X	X		X	X	X	X		X	X	X	X	X	X	X
Boxing															
Cross Country										X					
Curling															
Fencing															
Free Throws			X		X	X					X		X		
Golf	X		X	X							X		X		X
Gymnastics						X	X								
Handball			X				X							X	
Hockey															
Horse Shoes			X			X	X		X		X		X	X	
Paddle Ball															X
Pinochle						X									
Pushball															
Rifle							X								
Sailing															
Skating															
Skiing															
Soccer				X											
Softball	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Speedball															
Squash			X												
Swimming	X	X	X	X		X		X	X		X		X		
Table Tennis	X		X	X		X	X	X	X		X		X	X	
Tennis	X		X	X		X	X	X	X	X	X		X	X	X
Touch Football	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Track	X		X	X		X	X	X	X	X	X		X	X	X
Trap Shooting															
Tug-a-War															
Volleyball	X		X	X	X	X	X	X	X		X		X	X	X
Wrestling	X		X	X		X		X	X		X		X	X	X

TABLE II (Continued)

Activity	Schools											
	16	17	18	19	20	21	22	23	24	25	26	27
Archery												
Badminton			X	X	X	X		X			X	X
Baseball		X						X				
Basketball	X	X	X	X	X	X	X	X	X	X	X	X
Bicycle												
Billiards												
Bowling	X	X	X	X	X	X		X	X	X	X	X
Boxing												
Cross Country					X			X				
Curling												
Fencing												
Free Throws		X	X			X		X		X	X	
Golf	X	X	X	X	X		X	X	X		X	
Gymnastics												
Handball	X	X			X						X	
Hockey												
Horse Shoes		X				X						
Paddleball												
Pinochle												
Pushball		X										
Rifle												
Sailing												
Skating												
Skiing												
Soccer		X						X				
Softball	X	X	X	X	X	X	X	X	X	X	X	X
Speedball												
Squash												
Swimming	X		X	X	X		X				X	
Table Tennis		X	X	X	X	X		X	X	X	X	X
Touch Football	X	X	X	X	X	X	X	X		X	X	X
Track	X	X	X	X	X	X		X		X	X	
Trap Shooting												
Tug-a-War												
Volleyball	X	X	X	X	X	X	X	X		X	X	X
Wrestling	X	X	X	X		X						

TABLE II (Continued)

Activity	Schools											
	28	29	30	31	32	33	34	35	36	37	38	39
Archery				X								
Badminton	X	X	X	X		X		X	X			X
Baseball												
Basketball	X	X	X	X	X	X	X	X	X	X	X	X
Bicycle									X			
Billiards												
Bowling	X	X	X	X	X		X		X		X	
Boxing										X		
Cross Country								X		X		
Curling												
Fencing												
Free Throws	X	X		X				X	X		X	X
Golf	X	X		X	X				X	X		X
Gymnastics				X								
Handball		X	X				X		X	X	X	
Hockey												
Horse Shoes				X				X		X		
Paddleball												
Pinochle												
Pushball												
Rifle												
Sailing												
Skating				X								
Skiing				X								
Soccer												
Softball	X	X	X	X	X	X	X	X	X	X	X	X
Speedball												
Squash												
Swimming	X			X			X		X	X		X
Table Tennis	X	X	X	X	X	X	X	X	X	X	X	X
Tennis	X	X	X	X		X	X	X	X	X		X
Touch Football	X	X	X	X	X	X	X	X	X	X	X	X
Track	X	X		X		X	X	X	X	X	X	X
Trap Shooting				X								
Tug-a-War								X				
Volleyball	X	X	X	X	X	X	X	X	X	X	X	X
Wrestling		X		X			X		X	X		X

TABLE II (Continued)

Activity	Schools											
	40	41	42	43	44	45	46	47	48	49	50	51
Archery						X						
Badminton		X				X	X	X	X	X	X	X
Baseball												
Basketball	X	X	X	X	X	X	X	X	X	X	X	X
Bicycle												
Billiards						X						
Bowling		X	X	X	X	X	X	X		X	X	X
Boxing												
Cross Country		X	X									
Curling												
Fencing						X						
Free Throws						X						
Golf			X		X	X	X	X	X		X	
Gymnastics						X						
Handball				X		X		X			X	X
Hockey						X						
Horse Shoes		X				X					X	X
Paddleball												
Pinochle												
Pushball												
Rifle						X						
Sailing												
Skating												
Skiing												
Soccer												
Softball	X	X	X	X	X	X	X	X	X	X	X	X
Speedball												
Squash						X		X				
Swimming		X	X	X		X	X	X		X		X
Table Tennis				X		X	X	X		X	X	X
Tennis				X	X	X		X	X	X		X
Touch Football	X	X	X	X	X	X			X	X	X	X
Track				X	X	X	X	X				X
Trap Shooting												
Tug-a-War												
Volleyball		X	X	X	X	X	X	X	X	X	X	X
Wrestling			X	X		X	X	X			X	X

TABLE II (Continued)

Activity	Schools											
	52	53	54	55	56	57	58	59	60	61	62	63
Archery					X							
Badminton	X	X	X		X			X	X		X	X
Baseball												
Basketball	X	X	X	X	X	X	X	X	X	X	X	X
Bicycle												
Billiards												
Bowling	X		X	X	X	X		X			X	
Boxing												
Cross Country												
Curling											X	
Fencing												X
Free Throws	X					X		X			X	
Golf	X	X	X	X	X	X	X	X			X	X
Gymnastics												X
Handball		X	X		X	X	X		X			
Hockey												
Horse Shoes	X			X				X				
Paddleball					X							
Pinochle												
Pushball												
Rifle												
Sailing		X										
Skating												
Skiing												
Soccer												
Softball	X	X	X	X	X	X	X	X	X		X	X
Speedball											X	
Squash							X	X			X	X
Swimming		X	X								X	X
Table Tennis	X	X	X		X			X			X	X
Tennis	X	X	X	X	X	X	X	X	X		X	X
Touch Football	X	X	X		X	X	X	X	X		X	X
Track	X	X	X			X	X				X	X
Trap Shooting												
Tug-a-War												
Volleyball	X	X	X	X		X	X	X	X		X	X
Wrestling						X		X			X	

The sports which were offered most often by the schools were volleyball, basketball, touch football, and softball.

Individual sports which are put on team basis such as wrestling, swimming, bowling, and track were very popular. Much interest was shown for individual sports such as golf, horse shoes, table tennis, tennis, and badminton.

Table III consists of the number of activities offered by the different medium size schools of higher learning in the north-central states.

The number of activities offered by the different schools varied greatly. The smallest number of activities offered by any school was one, and the most activities offered by any school was twenty-two. The average number of activities offered was 10.6 activities. There were thirty-eight schools which offered between ten and fifteen activities.

The two schools which offered an outstanding number of activities were school number 31 which offered 19 activities and school number 45 which offered 22 activities.

Table IV consists of the intramural activity areas offered by the medium size schools of higher learning in the north-central states for the school year 1961-62.

TABLE III

NUMBER OF ACTIVITIES OFFERED BY THE DIFFERENT
MEDIUM SIZE SCHOOLS OF HIGHER LEARNING IN THE
NORTH-CENTRAL STATES FOR THE SCHOOL YEAR
1961-1962

School	Number of Activities	School	Number of Activities
1	12	33	8
2	5	34	11
3	15	35	12
4	12	36	15
5	6	37	14
6	15	38	9
7	13	39	12
8	9	40	3
9	11	41	9
10	7	42	9
11	13	43	11
12	4	44	8
13	15	45	22
14	12	46	10
15	10	47	13
16	10	48	7
17	15	49	9
18	12	50	11
19	11	51	14
20	12	52	12
21	11	53	12
22	6	54	12
23	13	55	7
24	5	56	11
25	8	57	11
26	12	58	9
27	7	59	13
28	12	60	7
29	13	61	1
30	9	62	15
31	19	63	12
32	7		

TABLE IV (Continued)

Activity	Schools											
	16	17	18	19	20	21	22	23	24	25	26	27
Archery					1							
Badminton			1		2	4		3			1	1
Baseball							1					
Basketball	3	2	2		3	4	2	2		3	1	1
Bicycle												
Billiards												
Bowling		1	1		1	1		1		1		1
Boxing												
Cross Country												
Curling												
Fencing												
Free Throws		2	2			6					4	
Golf	1	1	1		1						1	
Gymnastics												
Handball	2	1			1						5	
Hockey												
Horse Shoes		4				3						
Paddleball												
Pinochle												
Pushball		1										
Rifle												
Sailing												
Skating												
Skiing												
Soccer		1					1					
Softball	4	6	3		3	5	3	1		3	4	1
Speedball												
Squash												
Swimming	1				1	1					1	
Table Tennis		4	1		3	6		2		1	1	1
Tennis	16	8	1		3	5		12		6	1	
Touch Football	4	6	4		5	4	3	2		2	1	1
Track	1	1	1		1	1		1		1	1	
Trap Shooting												
Tug-a-War												
Volleyball	3	2	1		3	2	2	1		1	1	1
Wrestling	3	1	1			1						

TABLE IV (Continued)

Activity	Schools											
	28	29	30	31	32	33	34	35	36	37	38	39
Archery				1								
Badminton			4	4					6			
Baseball												
Basketball			4	2	2		5	1	4	1	2	2
Bicycle									1			
Billiards												
Bowling			1	1	1		1		1		1	
Boxing												
Cross Country										1		
Curling												
Fencing												
Free Throws				6				6	10		6	
Golf				1					1	1		
Gymnastics				1								
Handball			2						2	2	2	
Hockey												
Horse Shoes				3						3		
Paddleball												
Pinochle												
Pushball												
Rifle												
Sailing												
Skating				1								
Skiing				1								
Soccer												
Softball			1	3	3		3	2	3	5	1	1
Speedball												
Squash												
Swimming				1			1		1	1		
Table Tennis			6	3	1			2	6	4	4	6
Tennis			6	8			4	2	4	7		6
Touch Football			2	3	1		5	1	3	6	2	2
Track				1			1	1	1	1	1	
Trap Shooting				1								
Tug-a-War								1				
Volleyball			1	4	1		7	4	4	4	4	2
Wrestling				1			1		3	2		1

TABLE IV (Continued)

Activity	Schools											
	40	41	42	43	44	45	46	47	48	49	50	51
Archery						1						
Badminton		6				6		4	2			4
Baseball												
Basketball	2	3	1	2	3	3		3	3	1	3	2
Bicycle												
Billiards						2						
Bowling		1	1	1		1					1	1
Boxing												
Cross Country		1	1									
Curling												
Fencing						1						
Free Throws						4		6			8	
Golf			1		1				1			1
Gymnastics						1						
Handball				2		3		2			4	4
Hockey						1						
Horse Shoes		3				4			4			
Paddleball												
Pinochle												
Pushball												
Rifle						1						
Sailing												
Skating												
Skiing												
Soccer												
Softball	1	2	3	2	4	4		3	4	1	4	4
Speedball												
Squash						3		2				
Swimming		1		1		1		1		1		1
Table Tennis			2		4	3		1		1	6	1
Tennis			1		5	2		5	6	1		10
Touch Football	1	2	2	1	3	3			4	1	3	4
Track			1	1	1	2		1				
Trap Shooting												
Tug-a-War												
Volleyball		4	4	2	2	3		2	3	1	3	2
Wrestling				2		1		1			1	1

TABLE IV (Continued)

Activity	Schools											
	52	53	54	55	56	57	58	59	60	61	62	63
Archery												
Badminton	1	4	6		3				6		10	8
Baseball												
Basketball	1	3	2	1	1	3	1		2		3	2
Bicycle												
Billiards												
Bowling	1	1	1	1	1	1					1	1
Boxing												
Cross Country												
Curling											4	
Fencing												
Free Throw	2					6					3	
Golf	1	1	1	1		1	1				1	1
Gymnastics												1
Handball		4	2		1	1	1		2			
Hockey												
Horse Shoes	4			2								
Paddleball					1							
Pinochle												
Pushball												
Rifle												
Sailing		1										
Skating												
Skiing												
Soccer												
Softball	3	4	1	2	2	4	2		2		3	3
Speedball											2	
Squash												
Swimming		1	1				1				2	1
Table Tennis	4	4	4		4						6	6
Tennis	5	3	7	4	3	9	6		3		9	8
Touch Football		3	1		2	3	1		2		3	2
Track	1	1	1		1	1	1	1			1	1
Trap Shooting												
Tug-a-War												
Volleyball	1	4	1	1		4	2		6		6	3
Wrestling	1	1				1						

In sports such as bowling, golf, and swimming, the activity area, for instance the bowling lanes, the golf course, or the swimming pool, was counted as an area. The number of lanes, or holes or size of the swimming area was not taken into consideration.

There were thirty-seven schools which either had their own bowling lanes or were able to arrange their bowling program outside the school.

Golf provisions were made by twenty-eight schools. The number of schools having their own golf course was not known from this study.

The activity areas for tennis, table tennis, and paddleball were counted according to the number of courts which were available.

The activities which had the most activity areas were the popular team sports, basketball, touch football, softball and volleyball.

Table V made a comparison between the number of activity areas of the tax-supported schools and the privately-supported schools. In this study there were thirty-three tax-supported schools and thirty privately-supported schools.

The tax-supported schools have more activity areas, but privately-supported schools pass them by more than one in bowling, golf, handball, horseshoes, paddleball, softball, and tennis.

TABLE V

COMPARISON BETWEEN THE NUMBER OF ACTIVITY AREAS
OF STATE SUPPORTED SCHOOLS AND THE PRIVATELY
SUPPORTED SCHOOLS, 1961-1962

Activity	Tax Supported	Private Supported
Archery	2	1
Badminton	57	46
Baseball	1	
Basketball	59	56
Bicycle	1	
Billiards	3	1
Bowling	17	20
Boxing	1	
Cross Country	3	
Curling	4	
Fencing	1	
Free Throws	45	42
Golf	11	17
Gymnastics	3	1
Handball	20	24
Hockey	1	1
Horse Shoes	15	28
Paddleball		5
Pinochle	1	
Pushball		1
Rifle	1	1
Sailing		1
Skating		1
Skiing		1
Soccer	2	
Softball	70	78
Speedball	2	
Squash	3	2
Swimming	15	12
Table Tennis	73	63
Tennis	96	119
Touch Football	70	73
Track	20	18
Trap Shooting		1
Tug-a-War	1	
Volleyball	78	50
Wrestling	18	14

The privately-supported schools have one-hundred-nineteen tennis courts, while the tax-supported schools only have ninety-six courts.

In the four main team sports the tax-supported schools have more areas for volleyball and basketball, while the privately-supported schools have more for touch football and softball.

Table VI consists of the data compiled concerning the staff members of the intramural programs. Sixty-three schools answered this questionnaire, but number twenty-eight did not answer this section of the questionnaire. It was found that number fifty-nine had an adult who only supervised the program which was run by the students.

Thirty-seven of the sixty-three schools had one staff member working on intramurals, fifteen schools had two people working on the intramural program, and nine schools had three people working on intramurals.

In order to keep the members of the intramural staff clearly in mind, the main member of the staff will be called Member A, the second member will be called Member B, and the third member, as the case may be, will be called Member C.

The questionnaire asked the members of the staff to estimate the per cent of their working time spent on intramurals. They were asked to decide if they spent twenty-five

per cent, fifty per cent, seventy-five per cent, or one-hundred per cent of their working time on intramurals.

In analyzing the questionnaire concerning Member A, it was found that three persons worked on intramurals one-hundred per cent of the time, two persons worked on intramurals seventy-five per cent of the time, fifteen persons worked on intramurals fifty per cent of the time, thirty-eight persons worked on intramurals twenty-five per cent of the time, and three persons spent less than twenty-five per cent of their time on intramurals.

In order to determine the educational preparation of the staff members, the questionnaire asked them to indicate the highest degree they held. Five persons held Bachelor Degrees, forty-five held Masters Degrees, and ten held Doctors Degrees.

It was found that three of the A Staff Members had over thirty years' experience, eleven had between twenty and thirty years' experience, sixteen had between ten and twenty years' experience, and twenty-three had between two and ten years' experience.

Twenty-four schools had a B Staff Member. Nineteen staff members only spent twenty-five per cent of their time on intramurals, while five members spent fifty per cent of their time on intramurals.

TABLE VI

INFORMATION CONCERNING THE STAFF MEMBERS OF THE INTRAMURAL
PROGRAMS OF THE MEDIUM SIZE SCHOOLS OF HIGHER LEARNING
ON THE NORTH-CENTRAL STATES, 1961-1962

Question Asked	Schools											
	1	2	3	4	5	6	7	8	9	10	11	12
Number of staff members?	1	1	3	3	1	3	2	1	1	1	1	2
Member A												
Per cent of working time spent on intramurals?	50	10	100	50	33	25	25	10	25	20	33	25
The highest degree earned?	BA	DR	MA	DR	MA	MA	MA	MA	MA	MA	MA	
The years of intramural experience?	8	10	28	7	15	2	35	25	18	5	3	
Member B												
Per cent of working time spent on intramural?			50	25		25	50					25
The highest degree earned?			MA	GA		GA	STU.*					
The years of intramural experience?			2	1		1	1					
Member C												
Per cent of working time spent on intramurals?			25	25		25						
The highest degree earned?			GA	GA		GA						
The years of intramural experience?			1	1		1						

*Student

TABLE VI (Continued)

Question Asked	Schools										
	13	14	15	16	17	18	19	20	21	22	23
Number of staff members?	1	2	2	3	1	1	2	2	2	1	1
Member A											
Per cent of working time spent on intramurals?	25	50	50	25	100	40	25	25	50	25	50
The highest degree earned?	MA	MA	DR	DR	MA	MA	MA	MA	DR	MA	MA
The years of intramural experience?	25	25	10	10	22		10	2	4	25	10
Member B											
Per cent of working time spent on intramurals?		25	25	25			25	50	50		
The highest degree earned?		BA	BA	GA			BA	GA	BA		
The years of intramural experience?		1	3	1			5	1	1		
Member C											
Per cent of working time spent on intramurals?					25						
The highest degree earned?					GA						
The years of intramural experience?					1						

TABLE VI (Continued)

Question Asked	Schools										
	24	25	26	27	28	29	30	31	32	33	34
Number of staff members?	1	2	3	1		1	1	3	1	1	2
Member A											
Per cent of working time spent on intramurals?	100	25	25	25		25	25	50	25	25	75
The highest degree earned?	BA	MA	BA	MA		MA	MA	MA	MA	MA	DR
The years of intramural experience?		13	3	11		20	28	35	5	5	2
Member B											
Per cent of working time spent on intramurals?		25	25					25			25
The highest degree earned?		MA	MA					MA			BA
The years of intramural experience?		7	2								1
Member C											
Per cent of working time spent on intramurals?			25					25			
The highest degree earned?			BA					MA			
The years of intramural experience?			5								

TABLE VI (Continued)

Question Asked	Schools										
	35	36	37	38	39	40	41	42	43	44	45
Number of staff members?	1	3	3	1	1	3	1	1	1	1	1
Member A											
Per cent of working time spent on intramurals?	75	25	30	30	25	25	60	66	25	25	25
The highest degree earned?	MA	DR	MA	MA	MA	BA	MA	MA	MA	MA	MA
The years of intramural experience?	12	16	37	4			15	3	3	20	
Member B											
Per cent of working time spent on intramurals?		25	30			25					
The highest degree earned?		BA	MA			BA					
The years of intramural experience?		1	14								
Member C											
Per cent of working time spent on intramurals?		25	25			25					
The highest degree earned?		BA	MA			BA					
The years of intramural experience?		1	10								

TABLE VI (Continued)

Question Asked	Schools										
	46	47	48	49	50	51	52	53	54	55	56
Number of staff members?	1	1	1	1	1	2	1	2	2	1	2
Member A											
Per cent of working time spent on intramurals?	25	50	25	50	50	50	25	50	25	25	25
The highest degree earned?	MA	MA	MA	MA	BA	DR	MA	MA	MA	MA	MA
The years of intramural experience?	4	7	8			5	2	10	7	15	20
Member B											
Per cent of working time spent on intramurals?						50		25	25		25
The highest degree earned?								MA	BA		MA
The years of intramural experience?						6		6	1		8
Member C											
Per cent of working time spent on intramurals?											
The highest degree earned?											
The years of intramural experience?											

TABLE VI (Continued)

Question Asked	Schools						
	57	58	59	60	61	62	63
Number of staff members?	2	1	O S T U D E N T S	1	1	1	2
Member A							
Per cent of working time spent on intramurals?	25	25		25	25	50	45
The highest degree earned?	MA	MA		MA	DR	MA	DR
The years of intramural experience?	6	14		2	15	3	25
Member B							
Per cent of working time spent on intramurals?	25						10
The highest degree earned?	BA						MA
The years of intramural experience?	1						4
Member C							
Per cent of working time spent on intramurals?							
The highest degree earned?							
The years of intramural experience.							

The educational preparation varied from graduate assistants to Masters Degrees. Five were graduate assistance, nine had Bachelors Degrees, and eight had Masters Degrees. Two did not answer this part of the question.

The experience was much less for the B Staff Member, with eleven only having one year's experience. One person had fourteen years' experience, and the next highest was eight years' experience.

There were nine schools that had a third person on their intramural staff. The C Staff Member had the following educational preparation: four were graduate assistants, three had Bachelors Degrees, and two had Masters Degrees.

All nine spent twenty-five per cent of their time on intramurals. Only two persons had more than one year's experience.

The questionnaire asked if the schools furnished practice and game equipment for intramural activities. All schools answered the question, and all schools provided both practice and game equipment for all intramural activities.

Summary of data presented. In this study sixty-three schools sent back questionnaires. Under the heading of general information it was found that there were thirty-three tax supported schools and thirty privately supported schools.

Thirty-one schools offered co-recreation. Only twenty-three schools required medical examinations. There were thirty-nine schools which had an intramural council and in thirty-eight schools the students helped in the organizing of the program. Forty-two schools had an intramural constitution. Only seven schools in this study had an active chapter of Delta Sigma Psi. All schools used student officials with fifty-one schools paying their officials.

Concerning the program, there was a total of thirty-seven different activities offered by the sixty-three schools. The team sports were offered most often by the schools. There was an average number of 10.6 activities offered by each school. The activities which had the most activity areas were the popular team sports; basketball, touch football, softball, volleyball. The tax supported schools had more activity areas than the privately supported schools.

Thirty-seven schools had one staff member working on intramurals, fifteen schools had two people working on intramurals. The educational preparation varied greatly with a range from graduate assistants to doctor degrees. The experience of the staff members varied from one year to thirty years. The time devoted to intramurals varied greatly with only three staff members spending 100 per cent

of their time on intramurals. All schools furnished practice and game equipment.

CHAPTER IV

SUMMARY

The purpose of this field report was to study the intramural programs in the schools of higher learning in the north-central states, with a student enrollment of not less than one thousand five hundred and not more than four thousand five hundred. The staff, the curriculum, and the facilities and equipment were the primary concerns of the study.

This study attempted to present information on what middle size schools of higher education in the north-central states were attempting to do with their intramural programs. The schools in this study varied in size of the staff, amount of facilities and equipment, and number and kinds of sports they offered the students. Co-recreation is part of some programs. With this being the case, this study may provide the reader with new ideas concerning an intramural program.

The data compiled in Chapter III were taken from a questionnaire sent out to sixty-seven selected schools. A total of sixty-three colleges and universities replied. The results were tabulated from the 94.1% which cooperated in this study. The schools were selected according to the

climate of their location and to their size which were comparable to that of Drake University in Des Moines, Iowa.

It was found that there were thirty-three tax supported schools and thirty privately supported schools. Thirty-one schools offered co-recreation. Only twenty-three schools required medical examinations. All schools used student officials with fifty-one schools paying their officials. The team sports were offered most often by the schools. These team sports also had the most activity areas. The tax supported schools had more activity areas than the privately supported schools.

Thirty-seven schools had one staff member working on intramurals, fifteen schools had two people working on intramurals. The educational preparation varied greatly. The experience of the staff members varied from one year to thirty years. The time devoted to intramurals varied with only three staff members spending 100 per cent of their time on intramurals. All schools furnished practice and game equipment.

Each school varied in the size and the quality of its staff, number and kinds of sports offered to the students, and the organization of the programs, but each school in its own way was trying to meet the needs and wants of the students it served.

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APPENDIX

THE NAME OF EACH SCHOOL, ITS LOCATION, AND ITS
NUMBER FOR IDENTIFICATION IN THIS STUDY

1. Bradley University, Peoria, Illinois
2. Chicago Teachers College, Chicago, Illinois
3. University of Chicago, Chicago, Illinois
4. Eastern Illinois University, Charleston, Illinois
5. Illinois Institute of Technology, Chicago, Illinois
6. Western Illinois University, Macomb, Illinois
7. Wheaton College, Wheaton, Illinois
8. Butler University, Indianapolis, Indiana
9. DePauw University, Greencastle, Indiana
10. Evansville College, Evansville, Indiana
11. Indiana Technical College, Fort Wayne, Indiana
12. Tri-State College, Angola, Indiana
13. Valparaiso University, Valparaiso, Indiana
14. Wabash College, Crawfordsville, Indiana
15. Drake University, Des Moines, Iowa
16. State College of Iowa, Cedar Falls, Iowa
17. Loras College, Dubuque, Iowa
18. Parsons College, Fairfield, Iowa
19. St. Ambrose College, Davenport, Iowa
20. Kansas State College, Emporia, Kansas
21. Kansas State College, Pittsburg, Kansas

22. Washburn University of Topeka, Topeka, Kansas
23. Calvin College, Grand Rapids, Michigan
24. Detroit Institute of Technology, Detroit Michigan
25. Ferris Institute, Big Rapids, Michigan
26. Lawrence Institute of Technology, Detroit, Michigan
27. Michigan College of Mining and Technology, Sault Ste.
Marie, Michigan
28. Northern Michigan College, Marquette, Michigan
29. Concordia College, Moorhead, Michigan
30. St. Cloud State College, St. Cloud, Minnesota
31. St. Olaf College, Northfield, Minnesota
32. College of St. Thomas, St. Paul, Minnesota
33. Lincoln University, Jefferson City, Missouri
34. Missouri State College, Warrensburg, Missouri
35. Missouri State College, Kirksville, Missouri
36. Missouri State College, Maryville, Missouri
37. Missouri School of Mines and Metallurgy, Rolla, Missouri
38. Missouri State College, Cape Girardeau, Missouri
39. Missouri State College, Springfield, Missouri
40. Creighton University, Omaha, Nebraska
41. Nebraska State Teachers College, Kearney, Nebraska
42. University of Omaha, Omaha, Nebraska
43. North Dakota State Teachers College, Minot, North
Dakota

44. North Dakota State University, Fargo, North Dakota
45. University of North Dakota, Grand Forks, North Dakota
46. University of Akron, Akron, Ohio
47. Case Institute of Technology, Cleveland, Ohio
48. University of Dayton, Dayton, Ohio
49. Fenn College, Cleveland, Ohio
50. John Carroll, Cleveland, Ohio
51. Oberlin College, Oberlin, Ohio
52. Ohio Northern University, Ada, Ohio
53. Ohio Wesleyan University, Delaware, Ohio
54. Wittenberg University, Springfield, Ohio
- 55.. Youngstown University, Youngstown, Ohio
56. Augustana College, Sioux Falls, South Dakota
57. South Dakota State College, Brookings, South Dakota
58. University of South Dakota, Vermillion, South Dakota
59. Stout State College, Menomonie, Wisconsin
60. Wisconsin State College, Stevens Point, Wisconsin
61. Wisconsin State College, Eau Claire, Wisconsin
62. Wisconsin State College, La Crosse, Wisconsin
63. Wisconsin State College, Oshkosh, Wisconsin